USING *GRAMMARLY* TO ENHANCE STUDENTS' ACADEMIC WRITING SKILLS

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Abstract: The paper aims to present the results of the experiment in applying the online writing assistant *Grammarly.com* to evaluate ESP students' essay writing skills. One hundred master students' papers were processed by the application to identify persisting errors at a master's level. Quantitative and qualitative methods enabled the researchers to analyze the essays by setting five parameters: audience, formality, domain, tone, and intent. At the other end, the application broke down the outcome by five measurable factors: correctness, clarity, delivery, engagement, and style issues. The representative number of the essays fed into *Grammarly.com* provided a vivid and reliable picture of which lexis, grammar, structure, or style issues still need addressing. The most common mistakes detected by *Grammarly.com* were punctuation, wordy sentences, redundancy, and the abundance of personal pronouns in a formal style. They show that the gaps in students' academic writing need a remedial course. Another objective of the research was to explore the potential of the online writing tool for students' self-study. *Grammarly.com* cannot do work for students: it cannot think for them, neither can it write for them, but it can help learners identify the reoccurring writing problems, eliminate them, and monitor the progress. The application could be particularly useful for advanced students. The functionality of the Grammarly premium version allows for a choice of styles, type of addressee, tone of writing, and many other nuances, which could be beneficial not only for studies but in future professional life. Nonetheless, despite *Grammarly's* advanced features, it only suggests a better variant, sometimes it errs, and in no way is it a substitute for a teacher.

Keywords: Grammarly, essay writing, academic writing skill, persistent mistakes, remedial course, ESP, professional competence

1. INTRODUCTION

The development of students' academic writing skills is an integral part of any ESP (English for specific purposes) course. The academic writing style needs special addressing as it stands out from all other registers for its formality, objectivity, and prescriptiveness. There is more than one academic writing style — they vary depending on the subject of the discourse and an academic discipline [Giltrow, 1994]. Different sciences and humanities call for different academic writing styles. For example, a humanities paper should meet the requirements of the Modern Language Association (MLA) style guide. According to this style guide, the source page is titled "Works Cited", and the last name of each quoted author comes first followed by their first name. A social sciences paper calls for the American Psychological Association (APA) style guide, which instead, prescribes to title the sources' page "References" and list authors by their last names followed by their first initials. Oxford style guide is a benchmark for British English [Chazal, 2012].

Fortunately, students and teachers can refer to a vast range of printed and digital guidelines, handbooks, and tutorials on British and American academic writing requirements [Bailey, 2010; Craswell, 2004; Oshima, 2006; Swales, 2012; Sowton, 2012; Free essay, n.d.]. Users can easily access British and American university websites on Academic Writing [Cardiff, n.d; Staffordshire, 2021; Leeds, 2021]. Russian authors enjoy a useful site run by the enthusiastic team of Russian scholars led by Svetlana Suchkova from the Academic Writing Center of the Higher School of Economics [Four Levels, n.d.].

Essay writing lies at the core of developing and enhancing students' academic writing competence. According to *Grammarly* blogger Lindsay Kramer, "an essay is a short piece of writing that, like a research paper, makes and supports a specific point." [Kramer, 2021]. It tends to use longer words and more complex sentences while avoiding contractions and colloquial or informal words or expressions that might be common in spoken English [Alexander, 2008].

Like any other academic piece of writing, this genre requires formality, precision, and objectivity. It is conventionally characterized by "evidence…that the writer has been persistent, open-minded, and disciplined in study" [Thaiss, 2006, p. 5]; that *the writer prioritizes* "reason over emotion or sensual perception"; and *imagines* a reader who is "coolly rational, reading for information, and intending to formulate a reasoned response." [Op. cit., p. 7].

However, a short essay is distinguished from other academic genres by a set of specific features. To start with, an essay is usually about one specific issue. It should be noted that an essay does not claim an exhaustive interpretation of the subject. A paper aimed to analyze a wide range of problems exceeds the essay genre. Secondly, an essay delivers the author's personal views of a specific issue, where the personality of the author plays an important role. At the same time, formal writing excludes the use of personal pronouns unless it is an opinion essay. In a nutshell, an essay is a text within the framework of which one's ideas are put forward and substantiated.

The ideas introduced in an essay derive from the "appropriation" of the processed information and (in some essay types) a corresponding emotional reaction to it. Writers (often unwittingly) make use of what has previously been written, and thus some degree of borrowing is inevitable. A writer constructs their arguments using the "established intertext within the discourse community as the building blocks". Intertextuality is the combining of past writings into a new unique text. "Usually attributed to Julia Kristeva, the concept of intertextuality helps understand that all texts are necessarily related to prior texts through a network of explicit or implicit links, allusions, repetitions, acknowledged or unacknowledged inspiration, and direct quotations" [Roozen, 2015, p.

45]. Kenneth Burke metaphorically describes summarizing and integrating other texts in academic writing as "entering the conversation" [Burke, 1941, p. 110].

According to Sheldon Smith, running an EAP (English for Academic Purposes) blog, there are four main types of essays that vary in structure and purpose: narrative, descriptive, expository, and argumentative [Smith, 2021]. A Narrative Essay is usually a first-person narration built around a certain event or a situation from one's life. Its main objective is to tell a story most interestingly and engagingly. An Expository Essay is an umbrella term for five essay types. A Descriptive Essay aims to create a vivid picture of what/who is described. The author should bear in mind the reason for writing the description. A successful Descriptive Essay is supposed to contain many memorable details to enable readers to grasp the impression the author meant to convey. The writer should use sensory imagery engaging the reader's senses — sight, hearing, smell, taste, touch, and convey feelings and emotions. A Process Essay deals with the "How To …" task. The topics vary from "How to build an effective team" to "How to establish rapport with the audience". A Comparison Essay rests on a critical analysis of two things, identifying and explaining their similarities and differences. A Cause and Effect Essay is concerned with why and/or how things happen, and what issues from them. A Problem/Solution Essay is self-explanatory too. In this case, there is a problem that needs solution(s). The structure of the essay includes a brief introduction to the problem and the content about solutions. An Argumentative Essay/A Persuasive Essay is a type of writing that is academic in nature. The author uses reason and logic to persuade/convince the reader to take a certain attitude or a position. This is done by using cogent arguments and supporting these with solid reasoning and compelling facts.

There are not many conventional handbooks and didactic manuals that embrace blended learning and facilitate autonomous knowledge acquisition. Russian teachers do not often encourage students to explore online resources on essay writing, probably, for fear of potential plagiarism. Such an approach may seem overprotective and even conservative.

2. MATERIAL AND METHODS

This article looks into the potential benefits and limitations of the American online writing application *Grammarly.com* available in free, premium, and business versions. The software was launched in 2009, it is a Ukrainian-origin American-headquartered cross-platform cloud-based writing assistant with the linguistic content provided by the American side. It uses AI (artificial intelligence) to identify and search for an appropriate replacement for the mistake it locates. *Grammarly's* algorithms automatically highlight potential issues that the user might have overlooked and suggest corrections for grammar, spelling, style and punctuation. It is important to point out that *Grammarly* only makes suggestions, and it is up to the user to decide whether to accept them.

This writing tool cannot be of any help in terms of essay content or structure, it rather aims to identify and eliminate the persisting mistakes. This paper attempts to apply the online tool to marking the essays of MGIMO (Moscow State Institute of International Relations) master students who specialize in international management. Unlike native speakers of English, the future managers are not supposed to write literary academic essays of 1500 to 4000 words long.

The essays MGIMO master students write serve to consolidate the study materials (an end term essay, especially), to integrate subject knowledge and the English language skills, to differentiate a fact from an opinion, to enhance the ability of self-expression in a written form, and to facilitate the narrative logic, and other skills and competencies. The topics for students' papers are based on the materials covered in the textbook "*English Course for Management Masters:*

Preparing for the Future (Level C1)" [Zinkevich, 2016]. They encompass a wide range of themes, relating to this or that aspect of students' specialism, such as *"Net generation: rewriting the old rules of doing business" (expository essay); "Downshifting: a plague or a blessing?" (for-and-against essay); "Is there any difference in doing business in the past-, present- and future-oriented cultures?" (comparison essay); "Dealing with cultural diversity in a business environment" (solutions-to-problem essay); "Future of work. Will machines replace people?" (opinion essay)* and many others. Every master student writes about 20 papers during a three-term course. Each essay is about 300-350 words long. Traditionally, teachers check and mark essays manually referring to the standard set of parameters [Perkins, 1983].

Figure 1. Essay assessment criteria (out of 100 points)

	Mistake	Points subtracted
Content		*Max. 30*
	Absence of thesis	-10
	Irrelevant argument	-5 per case
	Lack of examples and facts	-2 per case
	Illogical conclusions	-2 per case
Structure and Coherence		*Max. 20*
	Absence of Introduction/Conclusion	-10
	Wrong paragraphing (the principle 'one idea — one paragraph' is not observed)	-5
	No topic/introductory sentence in a paragraph	-2 per case
	Absence of linking words	-5
	Irrelevant transitional phrases	-2 per case
Grammar Accuracy		*Max. 20*
	A narrow range of grammar structures	-10
	Grammar mistakes (tenses, word order, etc.)	-3 per case
	Wrong use of articles	-0.5 per case
Vocabulary		*Max. 20*
	Basic level of lexis, irrelevant sentence variety, absence of synonyms/antonyms.	-10
	Incorrect use of vocabulary	-2 per case
	Improper collocations	-2 per case
	Informal style (unjustified use of vernacular)	-2 per case
	Spelling error	-0.5per case
Correspondence to the specified volume		*Max. 10*
	Less than 10-20%	-5
	Less than 20-50%	-10
	If the given essay volume is less than 50%, the mark is unsatisfactory	

Grammarly cannot help the teacher with the first part of this set of criteria, but it turns out extremely useful in providing statistics on the pervasiveness of grammar, lexical or stylistic errors in a particular group of students. Moreover, the writing software suggests an alternative approach to evaluating students' papers.

The researchers experimented by processing one hundred students' essays with *Grammarly*. By applying quantitative and qualitative methods to identifying and classifying students' typical mistakes, they received an illustrative and vivid picture of which lexis, grammar, structure, or style aspects still need remedying.

Before *Grammarly* starts checking a written text it asks the user to specify five parameters: the type of audience, the level of formality, the domain-specific language, the tone, and intention of the discourse. In other words, *Grammarly's* analysis of a piece of writing can say if the author succeeded in meeting the criteria set.

3. RESULTS AND DISCUSSION

All the mistakes identified by *Grammarly* are broken down into four groups: correctness, clarity, delivery, and engagement. This unique codification emphasizes the communicative impact of a mistake on the given written discourse. Clean, mistake-free writing is taken care of by the correctness dimension; clarity, conciseness, and readability suggestions make one's writing easier to understand. Clarity problems occur when students use wordy, long, and complex sentences which blur the meaning. The engagement parameter points to dull and monotonous sentences, overused words, and hackneyed phrases. Using the words that convey the right tone is also essential to make sure that your readers will understand what the writer intended them to. *Grammarly.com* offers a range of suggestions to convey confidence, politeness, and respect.

Figure 2. A table of common mistakes

total	100%
correctness	48%
clarity	32%
engagement	7%
delivery	13%

3.1. Correctness

As the chart shows, the lion's share of mistakes (48 percent) relates to the correctness parameter. Surprisingly, but most of the errors (both grammar and lexical), were not expected.

Figure 3. A table of Correctness filter mistakes

punctuation	50%
article	20%
other mistakes	30%

3.1.1. Punctuation mistakes

As it issues from the table above, about 50 percent of the total number of mistakes fall on punctuation and indicate that this aspect of writing was not addressed in a timely manner or is treated as something secondary to lexical and grammatical correctness.

About 45 percent of those is incorrect use or absence of commas in the right places. Around five percent of the wrong usage of a comma could be attributed to "*comma splice*" or "*run-ons*" (called "*fused sentences*"). The latter occurs when two complete sentences are squashed together without using a coordinating conjunction or proper punctuation, such as a period or a semicolon (if they are closely related), or an appropriate coordinating conjunction (*for, but, nor, or, yet, so*). These conjunctions are always preceded by a comma. Subordinating conjunctions is another method of correcting this punctuation mistake and creating a dependent clause. If a sentence begins with a dependent clause, it is always separated with a comma. The most common subordinating conjunctions are: *after, although, before, even though, if, once, since, then, though, unless, until, when, whenever, where, whether, while.*

Two independent clauses could also be joined by a semicolon and a conjunctive adverb: *as a result, nevertheless, however, anyway, besides, certainly, consequently, even so, finally, for exam-*

ple, for instance, further, furthermore, hence, however, in contrast, in fact, in other words, instead, likewise, meanwhile, moreover, nevertheless, on the contrary, otherwise, therefore, then, until now. These are followed by a comma.

Among other structural/punctuation mistakes are *fragmenting, a shift in perspective (disagreement), a dangling or misplaced modifier (e.g.: To begin with, To conclude, To start the ball rolling), pronoun reference, a subject-predicate agreement, double subject (John... he),*

An obvious solution is to develop and introduce a remedial course in punctuation (on the Moodle platform, perhaps) for students' self-study, which would also be a contribution to blended learning.

3.1.2. The misuse of articles

The second prevailing mistake (20 percent) is the wrong use of articles. This mistake recurs even in the advanced learners' writing and requires regular monitoring. In this case, *Grammarly.com* is a reliable watchdog for both, students and teachers.

Grammarly pointed out the following cases:
- ▶ *In ~~the~~ modern society;*
- ▶ *So, what can be done to find a harmony between ~~the~~ work and ~~the~~ rest?*
- ▶ *For ~~the~~ employees, such a situation ...*
- ▶ *Thirdly, ~~an~~ ethical business is socially responsible.*
- ▶ *The number of ~~the~~ unemployed in these sectors is likely to grow.*

3.1.3. Inconsistencies

Grammarly detects cases of inconsistency in using British and American English in the same paper (predominantly spelling). Inconsistency in essays is also found in writing numbers, dates, and acronyms.

3.2. Clarity

The clarity filter indicates how easy it is for the reader to grasp the meaning of the written text. In the present experiment, clarity problems account for 32 percent of mistakes that occur when students use wordy, long, and complex sentences, and overuse subordinate clauses and the passive voice. Other types of communicative mistakes obfuscating readability are wrong linking words, unclear antecedents, non-parallel structures, and dangling modifiers.

3.2.1. Wordy, long and complex sentences

Text readability is often obscured by very long sentences, containing up to fifty words that are hard to understand even by a knowledgeable audience. Students should be taught conciseness to improve the sharpness of their writing. To avoid misunderstanding, students need to proofread their essays to cut out extra words, tighten up awkward phrases and make sure a sentence is not too long.

3.2.2. Overuse of subordinate clauses

Replacing subordinate clauses with participles serves the same end as eliminating prepositional phrases.

Figure 4. A table of common mistakes caused by overuse of subordinate clauses

alert	replacement
The innovation which includes …	The innovation including…
On the other hand, automation and digitalization that simplify one's work and delegate …	On the other hand, automation and digitalization that simplify one's work delegating…
Besides, business ethics is a broad concept that includes many factors…	Besides, business ethics is a broad concept including many factors…
To offset its carbon footprint, the company implements various projects which reduce pollution locally.	To offset its carbon footprint, the company implements various projects to reduce pollution locally.

3.2.3. Overuse of the Passive Voice

Overuse or wrong use of the Passive *Voice* makes up to 15 percent of the errors. The passive voice is used when we want to focus the attention on a person or thing affected by the action and not the action itself. Some think the overuse of the passive voice has caused the current outcry against it.

▶ *New technologies are actively introduced …*

▶ *Real professionals are highly valued …*

▶ *The company's Code of Conduct is directly connected with …*

▶ *The CEO's salaries are commonly linked to …*

There is nothing wrong with the sentences above, but *Grammarly* is intolerant to the Passive Voice. Not all the cases in the structure use are grammatically wrong, but the issue gets more sensitive in a business context. In business writing especially, the *Active Voice* is significant to specify the doer of the action. One can conclude that passive verbs should be used sparingly, where they are quite necessary.

3.2.4. Dangling modifiers

According to English Grammar, a dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence. In other words, if a modifier (word or phrase) modifies (changes the meaning of) a different word rather than the targeted one, it will be called a **dangling modifier**.

▶ *To start the ball rolling, digitalization gives us access to every single piece of information in the world.*

▶ *Taking all the trends into account, technological advances will affect future work.*

▶ *Having introduced a new system of appraisal, the employees' salaries rose.*

3.2.5. Wrong linking words

Beginning a sentence with *And, But, In order to, In addition, To begin with,* is yet another reoccurring mistake that *Grammarly* points to. These mistakes constitute about five percent of the total number.

3.2.6. Unclear antecedents

Unclear antecedent (this/that/these/those) adds another 15 percent to the mistakes that blur the true meaning of a sentence.

▶ *Companies do this because they may receive big state orders or contracts. This helps them …*

▶ *On the other hand, in the corporation's opinion, their reason for introducing a KM system …*

▶ *There are positive and negative trends. Therefore, any labor market will have to be flexible to adapt to it.*

3.2.7. Non-parallel structures

A parallel structure creates fluency in writing and enhances readability, as it uses patterns of words in a way that readers can easily follow, and relate them to each other. Below is a typical mistake detected by *Grammarly*:

To confront this issue, one should take measures such as installing antivirus software, ~~secure~~ securing the cloud data, and ~~hire~~ hiring an IT specialist.

3.2.8. Overuse of prepositional phrases

Conciseness and precision are also reached by replacing prepositional phrases. In most cases, a prepositional phrase modifies either a verb or a noun. The study reveals that students use adjectival and adverbial phrases excessively. Clarity, conciseness, and precision are reached by eliminating prepositional phrases and tightening up awkward wording by cutting out extra words. *Grammarly* suggests using no more than one preposition for every 10 or 15 words to make one's writing elegant and economical. The best recommendation is to replace such prepositional phrases by correlating adverbs, adjectives, participles, or possessive cases. Below are some of *Grammarly's* suggestions.

Figure 5. A table of suggested substitutes for prepositional phrases

alerts	replacements
a variety of	*various*
it is a waste of time and effort	*it wastes time and effort*
capable of learning	*can learn*
around the world	*worldwide*
after the implementation of	*after implementing*
with the exception of	*except for*
make a schedule of events	*to schedule events*
in comparison with	*compared to*
in the near future	*shortly, soon*
aims at nurturing	*aims to nurture*
the manner/way in which	*how*
at the same time	*simultaneously*
in addition to	*besides, also*
According to the opinion of C. Bell	*In C. Bell' opinion*

3.3. Engagement

Engagement parameter points to dull and monotonous passages with repetitive sentence structure in a row, overused words, and hackneyed phrases.

3.3.1. Abuse of filler words

Other sentences highlighted by *Grammarly* as faulty contained empty words and phrases that weaken a message: *only, simply, in fact, basically, as a matter of fact, clearly, type of, kind of, sort of*. The writing assistant also "dislikes" overused phrases like *needless to say, all things considered, so to speak, to tell the truth, to say the least, for what it's worth, all in all*.

According to *Grammarly*, a writer should follow the principle "Remember that less is more".

Figure 6. Suggestions to eliminate empty words

alert	replacement
It is impossible for robots to complete	*Robots cannot complete*
can bring benefits to	*can benefit*
will result in increased productivity	*will increase productivity*
considered to be one of the most	*considered one of the most*
has an adverse impact on	*harms*
which is why	*so*
due to the fact that	*because/ since*

3.3.2. Overuse of grammar expletives

Grammar expletives, sentence structures beginning with *it, here or there* followed by the verb *to be*, also weaken writing by placing the focus on something vague instead of the keyword (e.g. : *There are some team leaders who prefer the laissez-faire management style.*) Changing the sentence for: *Some team leaders prefer the laissez-faire management style,* makes it three words shorter and more precise.

Grammarly also improved the structure: *Here are some issues to consider before introducing the innovations.* The suggested variant was: *Some issues to consider are ….* The shorter version sounds more definite without losing in the meaning.

3.3.3. The use of redundant intensifiers

Yet, another group of errors in students' essays is redundancy and unnecessary intensifiers. They weaken engagement and make writing less interesting and effective.

Figure 7. A table of common mistakes caused by redundancy or unnecessary intensifiers

alert	replacement
In the future, it will	*It will*
their own competence	*their competence*
I personally agree	*I agree*
absolutely essential	*essential*
most crucial asset	*crucial asset*
new innovations	*innovations*
very wonderful	*wonderful*

3.3.4. Weak words and hackneyed phrases

Besides structural improvements, *Grammarly* consistently recommends replacing *weak words* or *hackneyed phrases* with more expressive alternatives. Below are suggestions on synonymic replacements:

Figure 8. A table of weak words and hackneyed phrases

alert	replacement
to make the business stronger	to make the business healthier
certain	specific, individual
certainly	undoubtedly
important	essential, critical, vital
additional discussion	further
above-mentioned areas	areas mentioned above/earlier
a number of	several, some
a lot of	many
while	at the same time
constantly	continually
highly risky	hazardous, perilous, precarious
difficult	challenging, tough, complicated
complex	complicated
good	excellent
huge	vast, massive
major	significant
endless process	ongoing, continuous
a large/wide range	a more extensive/comprehensive range
modern conditions	current conditions
needed	required
clever	intelligent, creative, brilliant, bright, savvy
I strongly believe	I firmly believe
tough measures	more stringent / stricter measures
businessmen	business people, people in business
development	growth, advancement, improvement, evolution, expansion
improvement	advancement, progress, gain, rise

As it follows from the table above, the students overuse such trite words as *development, improvement, important, difficult, huge, modern,* and others. Their replacement makes writing more engaging, focused, and interesting.

3.3.5. Gender-neutral words

The word *businessmen* stands alone for being tagged (labeled) as *outdated* or *non-inclusive,* and therefore politically incorrect. *Business people* collocation is preferred as a gender-neutral substitute.

3.4. Delivery

Using words that convey the right tone is also essential to make sure that your readers will understand what you intended them to. *Grammarly.com* offers a range of suggestions to convey confidence, politeness, and respect. Personal pronouns, contractions, and inappropriate colloquialisms are generally frowned upon in formal writing.

Interestingly enough, **Grammarly** points to some straightforward, even blunt statements the students used in their essays, e.g.: *In some small companies a KM system is absolutely worthless.* The latter sounds too categorical and judgmental in English, it could be mitigated by replacing *absolutely worthless* with *not very helpful/important/worthy.* Black-and-white declarations can sound too harsh to readers. Compare: *I can't agree,* and *I am afraid I have to disagree.* The students do not seem to be familiar with English understatement. Culturally-loaded words and phrases directly or obliquely reflect the national culture. Improper use of culturally conditioned words may result in a misunderstanding in cross -cultural communication. Awareness of this cultural and linguistic feature may help MGIMO graduates understand their British business partners' responses, intentions, and decisions better when negotiating or corresponding with them.

Besides *Grammarly's* suggestions which make up a considerable percentage, there is a less significant number of faulty cases, when some students mix up as and *like; would rather* and *had better; except and besides; a big amount and a large number; rational* and *rationale*, and some others.

A question arises, "How reliable is Grammarly?" Although the writing software can be very helpful, it does not take into account the context and takes a formal approach to written texts.

Teachers need to do double-checking, bearing in mind that "it's not only human to err" — *Grammarly* can err too.

► *Many report(s) a considerable improvement in … (Many* here means *people, Grammarly understands it as many reports* and corrects an agreement 'mistake')

► *The word 'businessmen' stands alone… (stand). (Stands agrees with the word,* not businessmen).

If authors want to use advanced grammar structures and avoid some optional corrections by *Grammarly*, they should mark their texts as "*General Creative*".

4. CONCLUSIONS

Processing 100 students' essays proved *Grammarly* very useful as a diagnostic instrument and helped reveal the reoccurring mistakes and writing problems that need addressing. The analysis will serve as the basis for developing a corrective course. Naturally, the same analysis could have been conducted conventionally, but in this case, the research, classification, and codification of mistakes would have taken much more time and effort.

Students can benefit from using *Grammarly* in many ways too. Unlike other built-in spelling and grammar checkers, *Grammarly* offers more features which have a huge educational potential, and its contextual awareness (style, tone, vocabulary) serves the same end. *Grammarly* (premium version) provides feedback organized into four categories and gives the reasoning behind its improvement suggestions. The latter is *Grammarly's* advantage over other digital writing tools. Students can also save the edited papers on the computer and look through the mistakes made in earlier papers, not to repeat them in further writing.

Some argue that using *Grammarly* by students devaluates their papers, others, on the contrary, consider it a way of self-teaching and offer the following counter-arguments: *Grammarly* does not suggest ideas to write about, it cannot improve the content, neither can it organize writing.

The tool is designed for students, not faculty, although *Grammarly* can rate papers out of one hundred points, it is not an actual mark, just an indication of essay quality. Nonetheless, teachers should not fully trust it either, since *Grammarly* can count the same mistake in one paper as many times as it occurs.

Numerous feedbacks from *Grammarly* users say that 20 percent of them resort to it for educational needs, the rest are corporate customers. Many report increased confidence in their writing ability. Since MGIMO graduates are likely to work in the international environment or/and correspond with their business partners in English, *Grammarly* could be of great help in writing error-free letters, reports, proposals, and similar documents. *Grammarly for Business* seems most relevant for these needs, though the tool might come in handy for text speak or casual blogging, depending on goal setting.

Grammarly's online presence is noticeable. Many Grammar blogs are continually updated. For instance, *Grammar Checker* is not an ordinary online word-processing program, but a broad variety of blogs and infographics on multiple grammar and lexical topics. They can help anyone perfect their way to successful writing and cope with the sticky moments in English punctuation.

Here comes the list of the benefits tracked by the researchers:
- ► *Grammarly* identifies students' typical mistakes;
- ► students can download their edited papers and refer to them later;
- ► *Grammarly* suggests and **explains**;
- ► *Grammarly* helps enhance students' vocabulary;
- ► *Grammarly* is sensitive to the domain: business, academic, etc.;
- ► *Grammarly* teaches punctuation, the least developed skill of ESP learners;
- ► *Grammarly* can be helpful for professional needs (editing documents, writing letters and e-mails);
- ► *Grammarly Premium* can do a lot more!

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